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An Experimental Investigation of the Effectiveness of Various Recruitment Methods

Glenn Robert Miller

Eastern Illinois University

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AN EXPERIMENTAL INVESTIGATION OF THE EFFECTIVENESS
OF VARIOUS RECRUITMENT METHODS
(TITLE)

BY

Glenn Robert Miller

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS



I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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DEPARTMENT HEAD

AN EXPERIMENTAL INVESTIGATION OF
THE EFFECTIVENESS OF VARIOUS
RECRUITMENT METHODS

BY

GLENN ROBERT MILLER

B. S. in Ed., Butler University, 1967
M. S. in Ed., Butler University, 1968

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

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1978

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This study uses field research to compare and evaluate the major recruitment initiatives of the Illinois Air Force ROTC (Reserve Officers Training Corps) counselor/recruiter. Following a definition of recruitment and a discussion of related literature establishing the complexities of recruitment and the need for the study, the experimental design is set forth. Under investigation are:

1. Personal contact efforts such as interviews, phone conversations and encounters at the recruitment booth during registration
2. High school visitations
3. Advertisements
4. Literature sources and mail correspondence

The major findings of the study may be summarized as follows:

The single, most influential factor determining recruitment is the successful person to person contact between the counselor/recruiter and his prospects. A dynamic, capable counselor/recruiter is, therefore, a necessary ingredient of any successful recruitment program. The influence of family and friends, a variable over which the counselor/recruiter has little control, emerges as another factor weighing heavily in the students' decisions to enroll.

High school visitations and the recruitment booth during registration are excellent places for initiating contact. The utilization of literature is helpful in both of these efforts.

The effectiveness of advertising is limited in that it produces results only when aimed at counselors or used in materials made available to the student through the counselor. Therefore, the use of advertising calls for considerable experience on the part of the counselor/recruiter.

The established importance of personal contact leads to the recommendation that everyone interested in the student's enrollment, alumni, faculty and fellow students interact with prospective students whenever possible.

Recommendations for further research include the study of: (1) cost effectiveness, (2) retention, (3) specific target populations, and (4) needs of students versus purpose of the institution.

The study furnishes an excellent bibliography.

ACKNOWLEDGEMENTS

This study was made possible by the generous cooperation of many individuals.

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CHAPTER I

INTRODUCTION

Recruitment is generally recognized as the most imperative administrative personnel function. The time has come for new excellence and fresh perspective in college recruitment in light of projected declining student enrollments. Examination of current recruitment programs and implementation of bold, dynamic recruitment techniques is no longer merely desirable, it is essential to economic viability. Sara Arthur, Dean of Students at Marymount Manhattan College, summarized the problem in November 1976:

"Just ten years ago colleges were addressing themselves to such concerns as skyrocketing birthrates, recruiting additional personnel, constructing new facilities, and requesting funding from public and private sources to accommodate the unprecedented influx of students. Today, the considerations are the reverse, and colleges are wrestling with such topics as how to draw additional constituents to their campuses, how to adjust faculty size and physical plants to declining enrollments, and how to devise public relations techniques to produce funding to offset shrinking incomes."¹

Problem and Purpose

The success or failure of the professional admissions counselor/recruiter is generally measured by the number of quality enrollments induced into a particular program. Recruiters are tasked with finding highly qualified and

often extremely specialized individuals to fill vacancies and new positions. Total enrollment at colleges and universities reached 11,415,020 in the fall of 1977 according to figures released by the National Center of Education Statistics. While this is still an increase of 2.6 per cent over 1976 figures, it represents fewer first-time freshman male enrollments and a decrease in enrollments at public² universities. How justified is the concern about dwindling class sizes and corresponding budget cuts? According to Garland G. Parker, the Executive Director of the Office of Enrollment Policy and Educational Research at the University of Cincinnati, and calculations based on National Center for Education Statistics figures, national birthrate and high school graduate patterns render it almost inevitable that enrollments will decline slowly in the early 1980's and then fall off more precipitately in the late 1980's and into the early 1990's.³ Thus if institutional reliance continues to be on the historic mix of student enrollments, an overall decrease that may reach 25-30 per cent by the end of the 1980's can be expected.⁴

In spite of these considerations, little research has been done to measure the productivity of the various tools utilized by the counselor/recruiter to accomplish his mission. David S. Crockett, Vice President, Educational Services Division, The American College Testing Program,

notes in an article published in August 1978 in the National Journal of the Association of College Admissions Counselors:

"Admissions officers, by and large, have not done a good job of evaluating the effectiveness or efficiency of various admissions techniques, methods, and procedures, and have relied instead on traditional approaches."⁵

This study is aimed at filling a small part of this gap in the lack of recruitment technique evaluation. The author of this paper believes that by scientifically examining major recruiting methods, the most successful recruitment efforts can be identified. He further hypothesizes that the most effective recruitment methods will involve personal contact counseling in carefully selected target populations.

It is the purpose of this study to compare and evaluate various methods utilized by the Illinois Air Force Reserve Officers Training Corps (AFROTC) admissions counselor-recruiter to enroll qualified students into the AFROTC programs. The methods will be evaluated by a questionnaire survey and in terms of the number of successful enrollments obtained for a particular recruitment effort. No attempt will be made to compute cost comparisons of these efforts. The study is designed to assess the effectiveness of the major recruitment initiatives in current use. Therefore, it should be of interest to not only military recruitment officers, but also to other student admissions/recruitment

agencies. Enrollment planning means more than taking a quick glance at the national statistics on high school graduates in the decades ahead, it involves expertise in analyzing trends and pragmatic research necessary for enlightened decision making. It requires imagination and innovation of new recruitment techniques, as well as reexamination of the techniques presently being used.

Procedures

This study will use field research to evaluate the major recruitment initiatives of the Illinois AFROTC counselor/recruiter. Following a definition of recruitment, Chapter II will present recruitment related literature. The complexities of recruitment and the need for the study will be demonstrated in this chapter. A complete listing of reference materials will be contained in the bibliography at the end of the study.

The experimental design of the study will be set forth in Chapter III. Under investigation will be:

1. Personal contact efforts such as interviews, phone conversations and encounters at the recruitment booth during registration
2. High school visitations
3. Advertisements
4. Literature sources and mail correspondence

The effectiveness of these recruitment initiatives will be evaluated by (a) the questionnaire survey method and (b) the number of enrollments obtained for the efforts under

investigation.

In Chapter IV the findings of the study will be discussed in detail. The discussion will follow the outline of the experimental set forth in the previous chapter. The final chapter of the study, Chapter V, will be devoted to recommendations for implementation and recommendations for further study. Examples of the questionnaire and advertising materials used for this investigation may be found in the appendix following the bibliography.

Definition of Recruitment

The common stereotype of the recruiter evokes the old military image of a smooth talking Army recruiter, enticing bright eyed, innocent young men into a life of glamor and excitement which they will all too soon discover is a life of work details and constant harassment. During more recent years, however, military, corporate and school recruiting has become a sophisticated, truthful endeavor demanding high ethical principles and professionalism. R.A. Denerly and P.R. Plumbley, authors of Recruitment and Selection in a Full Employment Economy, define recruitment as a

"matching process, matching the capacities and inclinations of the candidates against the demands and rewards inherent in a given job or career pattern."⁶

In order to fully appreciate the meaning of recruitment, it is helpful to examine the characteristics and

qualifications of the recruiter/counselor. Roger H. Hawk, author of The Recruitment Function, assigns him the following requisites:

(1) The ability to learn the jargon of the organization and its technology quickly; (2) the ability to "see" the jobs that have to be done and recognize the skills that are required for them; (3) a flair for salesmanship; (4) the ability to operate in the midst of confusion and bring some semblance of order out of it; and (5) a willingness to travel extensively.⁷

John E. Russel and Jesse I. Galin of Long Island University expect the following qualities of what they call the "new" admissions officer:

There will be need for seriousness of purpose, high ethical standards, advanced education, creativity, adaptability, high intellectual capability, strong interest in working with nontraditional student populations, and dedicated involvement with one's work, one's institution, and one's profession. Additional qualities that would be considered desirable include work experience in industry and participation in community, church and civic organizations. Of course, there will continue to be a need for people with outgoing and warm personalities who are perceptive to the interests and needs of other individuals.⁸

To attract as many students as possible can be a herculean task. But it should be a labor of love. The recruiter/counselor must make the student his first concern. Victor A. Yanitelli, a college president, seeing the admissions counselor as charming, intelligent, a salesperson and recruiter, counselor and image maker, goes on to explain:

"In addition to knowing, and yes even living the product that is the institution, the admissions officer must believe in that product. He or she must see the life style, the values, the "perduring humanism" if you will, of the college they represent. It is precisely this immersion in the life-style, values, humanism, that eliminates the possibility of a superficial, pedestrian "selling job", and guaranties it as something researched, something lived and meaningful."9

Recruitment and retention are interdependent. A fantastic recruitment program is valueless if members cannot be retained. Both the immediate and long-range personnel and personal objectives of organizational members must be satisfied on a continuing basis. Colonel Richard Mason and his staff at the AFROTC Detachment 930, the University of Wisconsin-Superior, see retention as an indicator of the quality of the recruiting approach. They state: "Our grand retention strategy entails an understated, soft-sell recruiting approach, followed by a solid Air Force ROTC program that sells itself."

NOTES

1. Sara Arthur, "Corporate Recruitment - A Practical Solution to Declining Enrollments," The National Association of College Admissions Counselors Journal 21 (November 1976):13.
2. "The Final Count - College Enrollments Gain," NAC Action News 1 (July 1978):3.
3. Garland G. Parker, "Endangered Species: Enrollment Prospects and Institutional Implications," The National Association of College Admissions Counselors Journal 22 (September 1977):2.
4. Ibid.
5. David S. Crockett, "The Sins of Admission," The National Association of College Admissions Counselors Journal 22 (August 1978):1.
6. R. A. Denerly and P. R. Plumbley, Recruitment and Selection in a Full Employment Economy (London: Institute of Personnel Management, 1968), p. 10.
7. Roger H. Hawk, The Recruitment Function (Princeton: American Management Association, 1967), p. 123.
8. John E. Russel and Jesse I. Galin, "The New Admissions Officer: Challenges for the 1980's," The National Association of College Admissions Counselors Journal 22 (August 1978):17.
9. Victor R. Yanitelli, S.J. "A President Looks at the Admissions Officer," The National Association of College Admissions Counselors Journal 19 (February 1975):15.
10. Richard A. Mason, Larry R. Dipoma, and Robert F. Fockler, Jr., "What You See Is What You Get: An Essay on Recruiting and Retention," Air University Educational Journal 19 (Fall 1976):8.

CHAPTER II

RELATED LITERATURE

Bringing up the subject of recruitment in a conversation among educators and administrators is a good way to generate an interesting and thought provoking discussion. For that matter, to mention the topic among any group of people often leads to the expression of deeply rooted convictions on the subject. Although many of these thoughts have found expression in writing, there was little need for formal research on recruitment techniques in the overcrowded colleges and universities of the sixties. The concern then was how to fine-tune the interview and selection process.

Related Survey

In the early seventies, when a leveling off trend in college and university enrollments emerged, more attention started to be focused on recruitment, its practices and implications. In 1971, Jerrie J. Johnson and Richard W. Sline surveyed 144 colleges and universities to determine which recruitment and pre-matriculation techniques were being used. The findings of the study may be summarized as follows:

1. Institutions, regardless of their size initiate and maintain contact with the

candidate prior to admission in an attempt to personalize the recruitment process.

2. There is a definite trend toward involving numerous constituents such as students, faculty, administrators and friends in the recruitment process.
3. Institutions use various offices/departments in varying degrees to disseminate relevant information.
4. Most institutions utilize various combinations of the above-mentioned techniques as opposed to concentrating on one or two specifics.
5. There is concern about the ability to fill available openings for freshman and transfer students.¹

Although this study makes no attempt to evaluate any of the recruitment efforts, it furnishes a clear and useful statement of the recruitment techniques being practiced.

The Personal Approach to Recruitment

In 1973 the National Association of College Admissions Counselors (NACAC) published a study by Edward Yaw in which the factors that emerged as significant predictors of enrollment were beyond the direct control of the admissions offices.² However, the discouraging results of the Yaw study leave the reader wondering why the deliberate efforts of some admissions offices to increase enrollments are scoring success in their institutions. For instance, an article published in the June/July 1974 issue of College Management reports:

"Northwestern is bucking the trend of decreased enrollments when a lot of other private

colleges and universities are facing shut-downs. Last year Northwestern had its largest and most highly qualified freshman class ever."³

Northwestern attributes this success to its marketing approach in recruitment. Northwestern students cite a visit on campus, contact with Northwestern students and an interview with an admissions staff member as the most influential factors in their decision to enroll. The common denominator of all these efforts appears to be personal contact directly aimed at the students.

Nancy W. Head, Director of Admissions at Colby-Sawyer College, shares the appreciation of the value of personal contact. She developed the idea "students helping other students" into a successful Admissions Representative Program at the University of New Hampshire and Colby Sawyer College.⁴ In July 1976, the president of Dakota Wesleyan University talked about the merits of becoming personally involved as a recruiter/counselor in an article entitled "The President Recruiter." He points out that undergraduate faculty is often afraid and needs the appropriate encouragement and incentive to become involved in recruiting. Although the president does feel that faculty members should not be forced into roles they do not fit, he explains that sometimes it becomes a question of recruit or perish.⁵

College representatives, sensing the value of personal

contact, started flooding high schools with requests for entrance. At least one high school in Bay Village, Ohio responded with drastic measure in 1973 by declaring a moratorium on all visitations. Others took a more sensible approach. In 1976-77 Shaker High School in Latham, New York instituted a visitation program which takes the needs of all participants into account. The program seeks to make the most efficient use of time and money for everyone involved, the guidance counseling staff, the college representatives and the students while causing a minimum amount of disruption.⁶

Murry Choate, the Director of Admissions at Eastern Illinois University and James Hashbarger, the Assistant Director of Admissions and School Community Relations at the University of Illinois are also in favor of a strong feeder high school visitation program that provides the opportunity for one-on-one counseling.⁷

The Question of Ethics

Realizing that admissions directors find themselves sandwiched between conflicting pressures from inside and outside their institutions, R. W. Haines published a study in 1975 which was conducted in Pennsylvania in 1974. The study was designed to help guide the admissions officer in his day-to-day work by letting him know what recruitment

tactics are generally approved by his professional colleagues. An extensive questionnaire was sent to 394 member institutions of the Pennsylvania Association of College Admissions Counselors. The survey showed 80% or more of the 222 respondents approving of the following practices in the order listed:

1. Financial aid based upon financial need
2. High school visits by admissions staff member once per year, by appointment
3. On-campus programs for secondary school counselors
4. Unpaid radio/TV "Public Service" announcements on behalf of higher education generally
5. Waiver of normally-required application fee for students with financial need
6. Direct mail to students who have released their names and addresses for this purpose
7. Off-campus programs for secondary school counselors
8. "College Fairs" sponsored by professional organizations such as NACAC

The survey showed 80% or more of the respondents disapproving of these practices in the order listed:

1. Employment of companies which refer prospective students for a "Finder's Fee" (specific fee for each student who enrolls)
2. Telephone contacts to students who have not released their phone numbers for this purpose
3. High school visits by admissions staff member two or more times per year, without appointment
4. High school visits by college students (paid), without appointment
5. High school visits by admissions staff member once per year, without appointment
6. High school visits by college students (volunteer), without appointment
7. Agencies which, for a fee charged to the student-athlete, secure athletic scholarships

8. Announcement of financial aid award only after student has paid enrollment fee
9. Requests (addressed to counselor) for lists of top students, athletes, etc.
10. Formal offers of admission to students who have not applied for admission
11. Employment of companies which take over total admissions function of a college on an annually negotiated contract.
12. High school visits by faculty without appointment
13. High school visits by alumni without appointment
14. Direct mail to students who have not released their names and addresses for this purpose (e.g., through commercial lists)⁸

The findings emphasize the necessity of an appointment. They are being stated here, because they show what recruitment tactics are being employed and that a number of these tactics, while they cannot be called "unethical", border the arts of salesmanship.

As the pressures of declining enrollments mount, the question of ethics in recruitment becomes more pertinent. Thus, five out of seven articles published in the January 1973 NACAC Journal addressed themselves to the subject of recruitment ethics and the sixth article was a "Statement of Principles of Good Practice."⁹ Subsequently, articles entitled "Survival Without Ethics - Is It Worth It?" (November 1974),¹⁰ "Academic Misrepresentation: The Admissions Officer is Not Alone" (July 1976),¹¹ and "Ethical Recruitment And the Financially Troubled College: The Case of Colorado Women's College" (January 1978)¹² appeared in the NACAC Journal.

While these articles raise very pertinent questions and probably evoke some embarrassment, they indicate that the checks and balances of recruitment, the conscience of the profession if you will, is awake and operating. The author will pursue and endorse only those recruitment activities that operate within the strictest of ethical boundaries.

Target Population and Enrollment

The most tediously worked out recruitment plan is doomed to failure if it is not beamed at a "listening audience." Even then its effectiveness cannot exceed the number of qualified listeners. In view of the declining birth rates, it seems, therefore, prudent to look for ways to enroll heretofore unsolicited listeners. Sara Arthur suggests using the resources at hand such as nearby corporations and companies which employ a large number of personnel capable of furthering their education. Effectively designed programs would meet the needs of these adult learners as well as those of the universities'.

Another recruitment technique which is dependent upon reaching the proper target population pertains to advertising. This vital part of the recruitment effort is a highly specialized and sophisticated field in its own right. Frank Coss wrote an excellent book on the subject entitled: Recruitment Advertising.¹³ His main points centered around

the ways a recruiter could professionally and ethically advertise. Specific advertising techniques are also discussed.

Richard Oliver, the Base Education Officer at Chanute Air Force Base, Illinois conducted a survey in the spring of 1978 to find out how students of Eastern Illinois University and Parkland College Evening Classes found out about the various programs.¹⁴

The two categories of friend and education office briefing received the highest marks with 26.6% and 23.4% respectively. Radio, commander's call and local newspaper scored lowest with 0.9%, 1.3% and 4.5% respectively, again demonstrating the importance of reaching the proper target population.

NOTES

1. Jerrie J. Johnson and Richard W. Sline, "Recruitment and Matriculation Techniques," The National Association of College Admissions Counselors Journal 17 (January 1973):6-7.
2. David S. Crockett, "The Sins of Admission," The National Association of College Admissions Counselors Journal 22 (August 1978):2.
3. Sharon Stahlheber, "Achieving enrollment objectives," College Management 9 (June/July 74):18.
4. Nancy W. Head, "Admissions Representatives: Paraprofessional Models for the Future," The National Association of College Admissions Counselors Journal 21 (November 1976):6-10.
5. Donald E. Messer, "President as Recruiter," The National Association of College Admissions Counselors Journal 21 (July 1976):9-11.
6. Paul F. Hooker, "The Shaker High School Program for Visiting College Admissions Representatives," The National Association of College Admissions Counselors Journal 22 (August 1978):27-29.
7. Interview with Murry Choate, Eastern Illinois University, Charleston, Illinois, 8 August 1978.

Interview with Jim Hashbarger, University of Illinois, Champaign-Urbana, Illinois, 14 July 1978.
8. Richard W. Haines, "Student Recruitment Practices: A Survey Yields Some Surprises," The National Association of College Admissions Counselors Journal 20 (July 1975):37.
9. "Statement of Principles of Good Practice," The National Association of College Admissions Counselors Journal 17 (January 1973):4-5.
10. Dennis L. Johnson, "Survival Without Ethics - Is It Worth It?" The National Association of College Admissions Counselors Journal 19 (November 1974):4-5.

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11. James A. Duplass, "Academic Misrepresentation: The Admissions Officer Is Not Alone," The National Association of College Admissions Counselors Journal 21 (July 1976):12-13.
12. Gary A. Knight, "Ethical Recruitment And the Financially Troubled College: The Case of Colorado Women's College," The National Association of College Admissions Counselors Journal 22 (January 1978):8-11.
13. Frank Coss, Recruitment Advertising (New York: American Management Association, Inc. 1968)
14. Richard Oliver, "How Did You Find Out About the Program?" Chanute Air Force Base, Illinois, Spring 1978. (Mimeographed.)

CHAPTER III

EXPERIMENTAL

The effectiveness of the following methods utilized by the counselor/recruiter was investigated: (1) personal contact such as interviews and phone conversations, encounters at the recruitment booth during registration, (2) high school visitations, (3) advertisements, (4) literature sources and mail correspondence.

The Questionnaire

To find out which of these methods had produced the largest number of enrollments, 83 cadets enrolled in the AFROTC programs at the University of Illinois were asked to respond to the following questions:

1. Which factor most influenced your decision to join AFROTC? Circle one: television ad, radio ad, magazine ad, newspaper ad, mail, college night, career day, AFROTC admissions counselor/recruiter, other
2. While you were in high school, did any Air Force personnel ever visit your school?
yes or no
3. If so, did they have any beneficial effect on your wise decision to join AFROTC?
yes or no, explain
4. What recruiting effort do you suggest that could possibly benefit our detachment?

A sample sheet of the questionnaire is attached in the Appendix. The responses to the questions are summarized in

TABLE I

NUMBER OF RESPONSES TO METHODS OF RECRUITMENT
WHICH INFLUENCE ENROLLMENT

Type of Response	Number of Responses					
	Question (1)	Question(2)		Question (3)		no re- sponse
		yes	no	yes	no	
Magazine Ad	5		5			5
Billboard/Poster	3		3			3
Newspaper Ad	1		1			1
Mail	13	5	8		5	8
College Night/ Career Day	4	2	2	1	1	2
High School Counselor	2	1	1		1	1
Family/Relative	12	8	4	3	5	4
Friend	9	4	5	2	2	5
Own Initiative	6	6		3	3	
Admission Counselor/ Recruiter	19	11	8	7	4	8
Bulletin Board	2	2		1	1	
Can't Remember	3	1	2		1	2
No Response	1	1			1	
Other	4		4			4
Total	84	41	43	17	24	43

TABLE II

CADET'S SUGGESTIONS TO INCREASE ENROLLMENT

Types of Responses	Number of Responses
Have booth at registration	4
Increase high school visits	17
Increase personal contact	3
Utilize cadets as recruiters	3
Wear uniform more often	2
Wear uniform less	3
Use more advertising	4
No response	48

A total number of 84 cadets were asked how they felt recruitment efforts could be improved. The answers were varied and are presented here in table form. It is noteworthy that of those cadets who responded, forty-seven per cent agreed that there should be an increase in the number of visits to high schools.

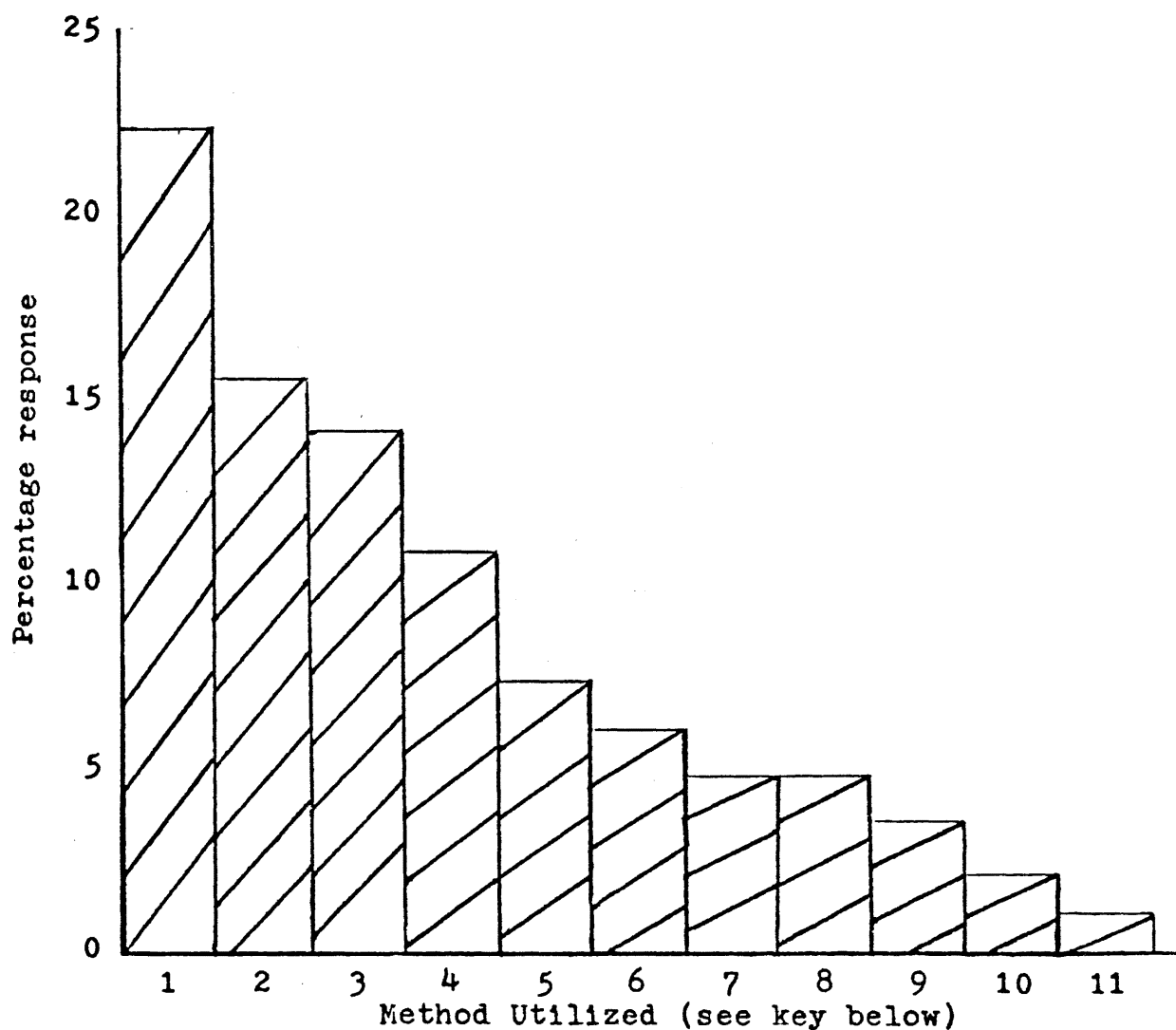
Tables I and II. The relationship between the methods utilized and the percentage response for enrollment is illustrated in Figure 1.

Advertisements

The advertising materials were obtained from Headquarters AFROTC, Maxwell Air Force Base and are considered to be adequate for the purposes of this study. An Air Force ROTC ad (see appendix) was run as a tear out advertising return postcard in Talbot's Student Planning Book. The guaranteed circulation rate of the book is 40,000 in Illinois. One hundred and twenty inquiries were received in response to the ad. These inquiries were then followed with personal or phone interviews by the counselor/recruiter whenever possible and feasible. Thus fifty-one inquiries were followed with a personal or phone interview. Twelve students or 23.5 per cent enrolled in AFROTC in the fall of 1977 as a result of this effort.

A full page Air Force ROTC advertisement (see appendix) was run in the Parkland Junior College "Prospectus" in the fall. The same ad was repeated again in the same paper in the spring. No inquiries were obtained from either effort. All inquiries from students at Parkland Junior College stated that they were unaware of the ad.

A similar ad (see appendix) was run in the "University



Key for Method Utilized

1. Counselor/Recruiter	7. College Night/Career Day
2. Mail	8. Other
3. Family/Relative*	9. Billboard/Poster
4. Friend*	10. Bulletin Board
5. Own Initiative	11. Newspaper
6. Magazine Ad	

FIGURE 1

PERCENTAGES OF STUDENTS RESPONDING TO VARIOUS
METHODS UTILIZED IN RECRUITMENT

* Although family and friends are not a method of recruitment, they are included in this figure for purposes of comparison.

of Illinois Directory of Classes" for the spring 1977 term. The directory has a distribution of about 34,000. Three inquiries were received as a result of the advertisement. At approximately the same time, the same ad was run in the high school student paper "Impact" in North Field, Illinois. No inquiries resulted from the advertisement.

An Air Force ROTC ad (see appendix) was run in the ad section of the Illinois Guidance and Personnel Association Quarterly. Two issues of the ad produced a response of twenty-seven counselor inquiries and fifteen student referrals.

Literature Sources and Mail Correspondence

Another study was then performed to determine the effectiveness of literature sources in terms of effort put forth by the counselor/recruiter to utilize them and visible results obtained. Eight hundred brochures which included forms to be mailed back, were distributed throughout Illinois to students and counselors at college nights and on bulletin boards or racks in high schools. Sample brochures are included in the Appendix. The mailbacks of the brochures were marked with a red pen to distinguish them from the same brochures not included in the sample. Out of the 800 brochures distributed, 84 mail backs were returned to the admission's office for further inquiry.

The inquiries were answered with a form letter (see appendix) to which a personal note was added by the counselor/recruiter. The personal note was added because previous experience had indicated this personalization to be helpful. Out of the eighty-four inquiries, eleven students or 14 per cent actually enrolled in the fall semester of 1977.

One hundred and fifty pieces of literature were distributed at the recruitment booth during registration at the University of Illinois. The literature was used as a conversation opener and a visual aid. Five students enrolled in the program as a result of this effort.

CHAPTER IV

INTERPRETATIONS OF RESULTS

Interpretations will follow the outline of the experimental as set forth earlier.

The Questionnaire

As can be seen from Figure 1, the counselor/recruiter weighs heaviest in the equation of successful enrollment achieved. There appears to be a directly proportional relationship between student-counselor interaction and the number of enrollments achieved. Twenty-three per cent of the cadets in the questionnaire attributed their enrollments to the efforts of the counselor/recruiter. This correlates well with the increase in AFROTC enrollments seen in Illinois since emphasis was shifted to a one-on-one student-counselor recruitment effort. AFROTC enrollment increased an average of twenty-four per cent with this shift in emphasis.

Figure 1 further illustrates that the personal approach in recruitment is much more successful than impersonal recruitment initiatives. For instance, fifteen per cent of the cadets attributed their enrollment to mail correspondence, while the more impersonal efforts in magazines, on billboards and posters and on bulletin boards

combined accounted for twelve per cent enrollment.

Twenty-one cadets or twenty-five per cent attributed their enrollment in AFROTC to the influence of family and friends. It is interesting to note, that five of these cadets or twenty-four per cent stated that visitation in their high schools by Air Force personnel also influenced their decision to enroll. This supports the desirability for a strong high school visitation program. Forty-nine per cent of the sample had been visited by Air Force personnel while in high school. Although only five per cent of the cadets indicated high school visitations to be the most influential factor in their decision to enroll, it must be kept in mind that high school visits serve as a point of introduction and their success may also be measured in the counselor and mail categories.

The above data correlates well with Richard Oliver's study mentioned earlier. In his study 26.6 per cent of the students said they found out about the program from friends.

When the cadets were asked for their recommendations of how to increase enrollment, seventeen of the thirty six cadets who responded also recommended to increase high school visitations. This again is in support of a strong high school visitation program. Another recommendation that the cadets offered which deserves mentioning, was to have a recruiting booth at registration.

Advertisements

The study in advertising demonstrates that the importance of reaching the proper target population cannot be overemphasized. A large circulation does not indicate how much of the desired target population is being reached. This is clearly demonstrated by the ad run in the "University of Illinois Directory of Classes" which has a circulation of 34,000 as opposed to the Illinois Guidance and Personnel Association Quarterly with a circulation of approximately 2,000. The ad placed in the "University of Illinois Directory of Classes" resulted in only three inquiries as opposed to 27 counselor inquiries and fifteen student referrals from the Illinois Guidance and Personnel Association Quarterly. The full page advertisement placed in the Parkland Junior College "Prospectus" brought no results. The distribution of the "Prospectus" may be taken to be approximately equal to that of the Illinois Guidance and Personnel Association Quarterly.

Another example of reaching the proper target population can be seen from the ad that was run in Talbot's Student Planning Book. The ad produced 78 inquiries. The Talbot's Student Planning Book is made available to the student through the counselor. It is noteworthy that of all the ads placed, only those that utilized the counselor as a point of contact, produced significant results. The ads

that were directly aimed at the student produced poor results.

Figure 1 also illustrates the need of reaching the proper target population. Ads placed in magazines showed a higher success rate than ads placed in newspapers. This was not surprising because magazines appeal to selective audiences.

Literature Sources and Mail Correspondence

The use of literature by the counselor/recruiter was shown to be effective as can be seen from the eighty-four inquiries that were received from the distribution of eight hundred brochures. Part of the success of literature may be attributed to the fact that it was integrated with high school visits. The convenience offered to the student by the postage prepaid mail back portion of the literature may also be a contributing factor to that success.

Literature had a substantial impact when it was distributed at the recruitment booth at registration by reinforcing the counselor's/recruiter's main selling points in writing and with illustrations and pictures.

Mail correspondence proved to be an effective recruitment tool. Out of the eighty-four inquiries, eleven students enrolled during fall registration, yielding a fourteen per cent actual return on the follow-up correspondence.

Summary

The single, most influential factor of recruitment was found to be the successful person to person contact between the counselor/recruiter and his prospects. A dynamic, capable counselor/recruiter is, therefore, a necessary ingredient of any successful recruitment program. The influence of family and friends was found to be a factor which weighed heavily in the students' decisions to enroll in AFROTC. However, this is a variable over which the counselor/recruiter has little control.

High school visitations provided a good opportunity to start a point of contact. Another excellent field of introduction for the counselor/recruiter was the recruitment booth at registration at the university. The utilization of literature was found to be helpful in both of these places.

The effectiveness of advertising was limited in that it produced results only when it was aimed at counselors or used in materials made available to the student through the counselor. Therefore, the use of advertising calls for some experience in that area on the part of the counselor/recruiter.

CHAPTER V

RECOMMENDATIONS

This chapter will first offer recommendations based on the findings of this study. Then areas needing further investigation and research will be discussed.

Recommendations for Implementation

The importance of personal contact between the counselor/recruiter and his prospects was clearly demonstrated in this study. The recommendation is made, therefore, that as much effort as possible be expended utilizing personal contact recruitment methods. These efforts should be expended by not only the counselor/recruiter whose job it is to pursue recruitment activities, but also by all persons interested in the student's enrollment. Specifically, alumni, faculty and fellow students should interact with a prospective student whenever possible. Recall the fact that Northwestern University cites a visit on campus and contact with Northwestern students as among the most influential factors for enrollment. This study further substantiates that family and friends weigh heavily in the decision to enroll.

The thrust of the personal contact approach needs to reach beyond the recruitee to his family and peers. This

recommendation is made on the basis of research which showed that twenty-five per cent of the cadets who enrolled in AFROTC attributed their enrollment to the influence of family and friends. As Milton Curry, Jr. so aptly put it, universities need "Funds, Friends and Freshman," all being of equal importance.¹

High school visitations and a recruitment booth at college registration are recommended as the best places to start the recruitment program. These efforts need to be reinforced with literature, interviews and mail.

Special care should be exercised in the use of advertising. Advertising aimed at students via the counselor should be given first consideration. It might be well to seek out professional marketing consultants to insure that the proper target population will be reached effectively and advertising efforts can realize maximum return.

Recommendations for Further Research

Research for this study revealed a number of areas which deserve further investigation. For example, knowing that the counselor-student encounter is a pivot point for recruitment, it would be well to know what to emphasize during the time of contact. This data could be obtained by designing various recruiter-student formats and comparing them to subsequent enrollments.

Another subject which was not addressed in this paper and requires further investigation, is the cost effectiveness of the method utilized in terms of dollars spent per enrollment obtained. Which recruiting methods are economically most feasible? How is the dollar best spent? These questions can be answered only with the uncovering of more data.

Retention studies as an ultimate indicator of effective recruitment would also be valuable. There are those students who have enrolled in a field of study only to find out that they are academically unable, completely disinterested or misinformed as to the course of study. Naturally, many of these students will not graduate. Can a short-term commitment be considered a recruiting success? Of course, this question brings with it many ethical implications. Ethics of recruitment is the subject of many papers in journals and a deep concern to a lot of people. Research in this area should be highly interesting.

Considering the importance of recruiting the proper target population, the question comes to mind, who should this target population be? Some have indicated it should include foreign students,² while others are not so sure that this market does not bring more problems than it solves.³ Corporations as a prospective market were already mentioned earlier. Further studies should be very informa-

tive.

David Treadwell suggests that all liberal arts colleges "take harder looks at a) the purpose of the institution and b) the needs of prospective students."⁴ He is joined by others who believe that the educational programs being sold need to be reevaluated and updated. Studies examining what is needed and what is being taught would make an immense contribution.

As the above mentioned investigations and others get under way, the need for still further research will surface, ever refining the process of matching need and want in the search for happiness.

NOTES

1. Milton K. Curry, Jr., "What a President Expects of the Admissions Officer And What a President Owes to The Admissions Officer." The National Association of College Admissions Counselors Journal 21 (June 1974):17.
2. Joseph A. Armenio, "Back to the Agora: Marketing Foreign Admissions," The National Association of College Admissions Counselors Journal 22 (August 1978):30-34.
3. Ronald E. Thomas, "So You Want to Recruit Foreign Students," The National Association of College Admissions Counselors Journal 19 (November 1974):11-12.
4. David Treadwell, "Hard work - not hard sell - boosts admissions," College Management 9 (August/September 1974):26-27.

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* The NACAC Journal stands for National Association of Admissions Counselors Journal

APPENDIX

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Would you please answer few questions for me?

1. What year are you in school? (circle one) Fr Soph Jr Sr
2. Are you in the 2-year or 4-year program? 2 4
3. In what city and state did you attend high school?

city

state

4. What year did you graduate from high school? _____
5. Which of the following methods most influenced your decision to join AFROTC?
TV ad Radio ad Magazine ad Billboard Newspaper ad
Mail College Night Career Day AFROTC Recruiter/Admissions Counselor-
i.e., Capt Miller
Others _____

6. While you were in high school did any Air Force personnel ever visit your school?

YES

NO

7. If so, did they have any beneficial effect on your wise decision to join AFROTC?

YES

NO

Please Explain _____

8. What recruiting effort do you suggest that could possibly benefit our detachment?

9. Are you smiling right now? YES NO

THANKS FOR YOUR HELP....FOR WITHOUT YOU, THIS PAGE WOULD STILL BE
BLANK.

DEPARTMENT OF THE AIR FORCE
DETACHMENT 190, AIR FORCE ROTC (AU)
UNIVERSITY OF ILLINOIS, CHAMPAIGN, ILLINOIS 61820

Admissions Counselor

Thank you for inquiring about the Air Force ROTC program. You should find the following information interesting and helpful.

If you are a competitive high school senior who is interested in science or a scientific career field, I strongly advise you to consider applying for the four-year scholarship program. If you are interested in flying and highly competitive physically and mentally, I advise you to also apply for the same program. Deadline for four-year scholarship applications for high school seniors is December 15. All scholarships pay full tuition, lab and other fees, books, and equipment costs, and a tax-free check of \$100 per month while you are in school. Also qualified pilot category cadets receive free flying lessons during their senior year. Further note the special Illinois State Air Force ROTC Scholarship on the enclosed scholarship sheet.

Enrollment in an ROTC course as a freshman incurs no commitment. Rather, it provides you with the opportunity to learn more about the program while increasing your opportunities for a scholarship.

You will find your experiences as a ROTC cadet both rewarding and challenging. Rather than detracting from or interfering with your primary goal of obtaining a degree, you will find that there are many helpful benefits. You will meet and get to know students of all levels in the school. You will have the opportunity to make contacts throughout the university as cadets assist in areas such as dormitories, registration, freshman orientation, university athletic and social functions, and various other areas.

The Air Force needs good officers in virtually all career fields. Almost every major field you can pursue in college can be utilized in a closely related position in the Air Force.

If, after looking over the enclosed material, you have any questions about the program in general or about a specific school, please do not hesitate to ask.

Sincerely

GLENN R. MILLER, Captain, USAF
Illinois AFROTC Admissions Counselor

P.S. Be sure to note our state AFROTC scholarships at the University of Illinois, Southern Illinois University and U of I at Chicago and Northwestern University. Let me know when you are planning to visit the U of I campus so that we can arrange for a special tour of our school. Again thanks and please do drop me a note. Capt Miller

**Money no
longer has to
decide who
goes to college.**



Your education no longer has to hinge entirely on the availability of money. Because a four-year Air Force ROTC scholarship pays the bills ... tuition bills ... textbook bills ... lab bills. Plus, it provides you one hundred tax-free dollars each month.

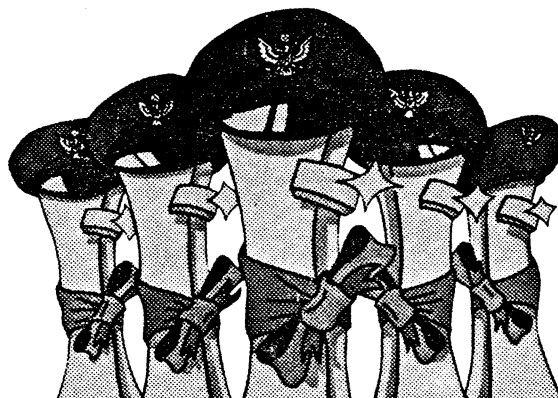
After graduation, your scholarship continues to pay off. With an Air Force officer's

commission, an excellent starting salary, challenging work, promotions, prestige, and career security with a modern service.

Find out about the Air Force ROTC college scholarship today. See if you're eligible for one. It's a great way to serve your country, and a great way to help pay for your college education.

Air Force ROTC-Gateway to a Great Way of Life

**ADVERTISEMENT USED IN PARKLAND'S
JUNIOR COLLEGE "PROSPECTUS"**



We need certain college majors to become Air Force lieutenants.

Mechanical and civil engineering majors ... aerospace and aeronautical engineering majors ... electronics ... computer science ... mathematics majors.

The Air Force is looking for young men and women with academic majors such as these. If you're majoring in one of these areas, you may be eligible for either the two-year or the four-year Air Force ROTC program. And to help with the college bills, two, three, and four-year scholarships are available. These scholarships

pay tuition, textbooks, lab fees, and \$100 tax-free dollars a month. The Air Force ROTC program leads to an Air Force commission, an excellent starting salary, challenging work (with some of the finest equipment in the world), promotions, responsibility, graduate education and much more.

Find out today about an Air Force ROTC scholarship. It's a great way to serve your country and to help pay for your college education.

Air Force ROTC-Gateway to a Great Way of Life

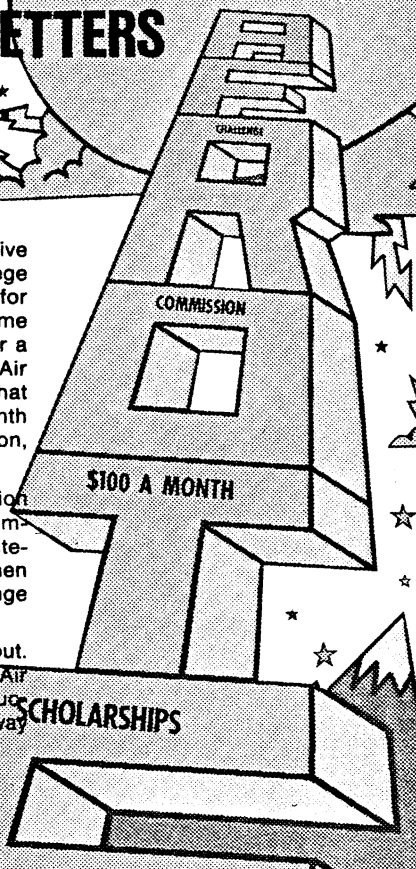
ADVERTISEMENT USED IN TALBOT'S STUDENT
PLANNING BOOK

CLIMB THE LETTERS TO SUCCESS*

Air Force ROTC can give more value to your college years and help you pay for your schooling at the same time. You can compete for a two, three, or four-year Air Force ROTC scholarship that will pay you \$100 a month and pay for your tuition, books and lab fees, too.

Plus, there's flight instruction for those who qualify, a commission as a second lieutenant after graduation, then responsibility and challenge in an Air Force job.

The list goes on. Check it out. See if you can climb the Air Force ROTC ladder to success. Air Force is a great way to serve your country.



Air Force ROTC - Gateway to a Great Way of Life

ADVERTISEMENT USED IN THE "UNIVERSITY OF
ILLINOIS DIRECTORY OF CLASSES"

THE MASTER PLAN



Put it all together...



AIR FORCE ROTC
TWO-YEAR PROGRAM

Air Force ROTC
Two-Year Program